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The Instructional Use of Podcasts in Language Education

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Introduction

Both digital media technologies and mobile devices capable of playing audio and video content have been increasingly popular over the past decade, different media and tools provide users with personalized and customized learning environments. One of these technological innovations is the podcasting, which has become a favored medium to access and assimilate information by users at a place and time convenient to them.

Owing to the ease of development and distribution podcasting quickly and easily in recent years, the immense potential of podcasts for instructional purposes for different subjects in education has been employed and researched by the professionals. Indeed, the advantage, effectiveness, and use of podcasts have been recently popular research topics in the literature (Almeida-Aguiar & Carvalho, 2016; Bolliger, Supanakorn, & Boggs, 2010). To illustrate, researchers in language learning have embraced podcasts as a teaching and learning tool (Kelly & Klein, 2016). Aware of the great capacity and pedagogical applications and offers of podcasts, this paper focuses on the design, development, and utilization of podcasts, and its pedagogical implications for teaching and learning in language education. Beside theoretical aspects, its advantages, challenges, and potential uses of podcasts for language learning will be presented for further studies to yield better design, and outlines directions.

Design, Development and Utilization of Podcasts

In the literature, a podcast has been defined as an audio or video digital file assigned an RSS feed to be automatically downloaded by users for listening whenever and wherever they want. Although podcasts were developed as audio files in 2005, different multimedia formats would be available in 2007 with other formats (Rosell-Aguilar, 2007). This progress shows how podcasts have evolved rapidly in a short-time period. In the literature, podcasts and other terms such as webcast and lecture-capture have been used interchangeably to refer an audio or video digital file to be uploaded to a mobile device (Williams, Aguilar-Roca, O'Dowd, 2016).

Although podcasts have been evolved through the concept of recording classes to provide learners to listen to them later, today they allow many opportunities as pedagogical tools (Almeida-Aguiar & Carvalho, 2016). There are three types of podcasts. While audio-podcasts include only audio, enhanced podcasts are created with the combination of audio and digital photos (Bolliger et al., 2010; Rosell-Aguilar, 2007). Requiring more storage space, video-podcasts are developed using audio and videos.

In general, design and development of the podcasts have two main potential uses in the literature. In first potential utilization, teachers or instructors create podcasts for their instructions. As for second option, podcasts are designed and developed by learners. In all potential uses, the design and development of the podcasts are related with resources, content, and tools to be used for creation processes (Rosell-Aguilar, 2007).

Pedagogical Implications for Teaching and Learning in Language Education

Behaviorism, cognitive constructivism, communicative approaches, situated and lifelong learning are the main theoretical theories, which are tenets of the podcasts (Rosell-Aguilar, 2007).

Although podcasts have been used primarily for revision and supplementary material, especially in higher education (Williams et al., 2016), it is possible to find other pedagogical implications for language learning. To illustrate, Bolliger et al. (2010) stated that podcasts have some advantages to the both instructors and learners. Firstly, podcasts provide users with information including more personal manner rather than just only written words. Secondly, students can have a chance to direct and control their learning process. Thirdly, podcasts allow multitasking without the need to have a break to accomplish required tasks while listening and watching them with portable devices. Lastly, podcasts give an opportunity for both instructors and learners via allowing time-shift instructional content. Similarly, Almeida-Aguiar and Carvalho (2016) noted that podcasts could be used for distribution of news and updates, answering questions, and giving feedback to the learners. More generally, Rosell-Aguilar (2007) summarized the advantages of the podcasts for language learning. According to their framework, podcasts are:

- Portable
- Attractive
- Motivating
- Easy accessible
- Public if providers allow
- Interactive and shifting preparatory work to outside times and places.

As for challenges, workload of the instructors, technical issues for searching and downloading the file and the lack of capabilities of audio files the most delivered format so far. It is possible to assert that these issues might overcome while the other formats (enhanced and video podcasts) will be prevalent among instructors and learners. More technically, the length of the podcasts might be another issue for successful implementation. As Rosell-Aguilar (2007) warned that long episodes in the podcasts may be unmanageable for the learners. In design and development phases; therefore, level of students, content, and motivating factors should be taken into consideration.

According to the Kaplan-Leiserson (2005), podcasts allow some potential uses in language learning process. They claimed that podcasts have a potential to assist both auditory and non-native speakers allowing to listen again and again, stop and rewind options. Moreover, they asserted that podcasts provide learners to review their lessons. The same advantage is valid for the learners. Learners might use podcasts for practicing assessments, taking notes, and reviewing of missed lessons (Bolliger et al., 2010). Lastly, they can be used as online materials or supplementary materials. Besides these potential uses, as Almeida-Aguiar and Carvalho (2016) stated, podcasts can be used for highlighting the key points, extending the discussion regarding the topic, and conducting the interviews with external people for their contribution of the content.

Conclusion

Researches regarding the use of podcasts for language learning in the literature have focused on the technical problems of the creation and distribution of them rather than the theoretical underpinnings (Rosell-Aguilar, 2007). The pedagogical potential of podcasts remains under-researched. Although the impact of the Internet allowing users to reach learning and

instructional materials has a similar impact on the podcasts in language learning (Rosell-Aguilar, 2007), technological and pedagogical applications of both audio and video for podcasts provide great power and opportunities.

More specific to language learning, podcasts as learning materials can be categorized into two main groups. While authentic content presented by native speakers of the target language, the second group involves resources for both stand-alone courses and supporting materials (Rosell-Aguilar, 2007). Whatever the category used in a course, the effectiveness of the podcasts is depended on the properties (type, length, structure, speakers' characteristics etc.) and purposes of the episodes designed and developed for the learning outcome (Almeida-Aguilar, 2016).

To sum up, for best practices in language learning;

- Podcasts should be designed and developed according to levels of students, content, and available resources.
- Native speakers with different characteristics should be used in podcasts
- Whenever needed, speakers should adjust their voices, especially for the beginner learners.
- Appropriate approaches and cultural information for the content should be selected and used.
- Other supported materials should be accessed by the learners (Rosell-Aguilar, 2007).

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